

# KENTUCKY FRAMEWORK FOR TEACHING

With Specialist Frameworks for Other Professionals

School Psychologists

*The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into multiple standards clustered into four domains of teaching responsibility:*

1. Planning and Preparation
2. Classroom Environment/ Environment
3. Instruction/ Delivery of Service
4. Professional Responsibilities

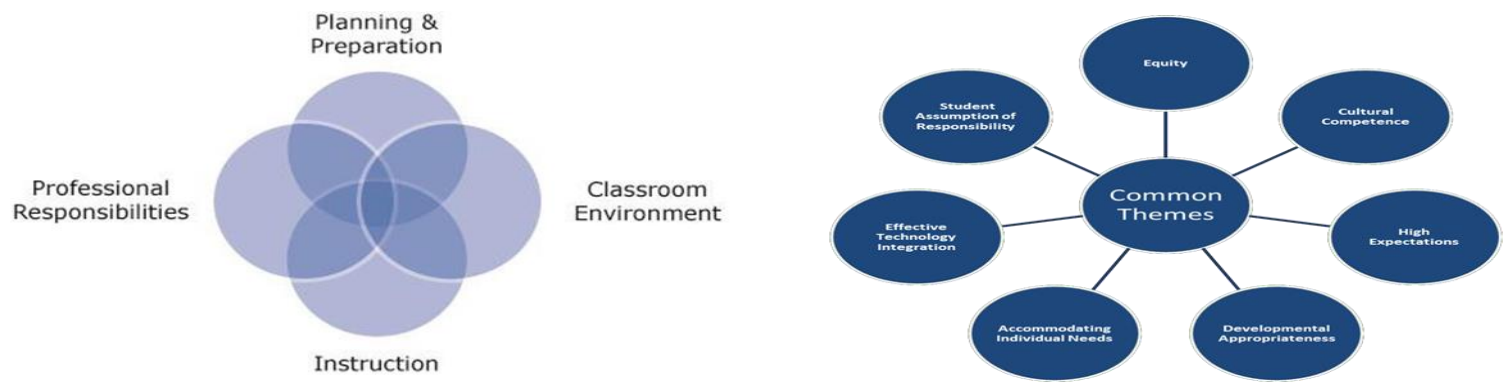
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*(Adapted for Kentucky Department of Education)*

Including crosswalk documents connecting to national professional organizations for each category of Other Professionals.

**June 2015**

# FRAMEWORK FOR TEACHING DOMAINS & COMMON THEMES:



## INTRODUCTION:

The *Framework for Teaching* organizes the multiple measures that comprise Kentucky's Professional Growth and Effectiveness System (PGES). This framework is designed to support student achievement and professional best-practice through the domains of Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities. The *Framework* also includes many themes that run throughout the document. These themes include ideas such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. The Kentucky Teaching Standards, Kentucky Department of Education's Characteristics of Highly Effecting Teaching and Learning, along with research from many of the top educator appraisal specialists and researchers are the foundation for this system. The *Framework for Teaching* provides structure and feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Teacher performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to know that the expected performance level is “Accomplished” which is bolded in the framework, but a good rule of thumb is that it is expected for a teacher to “live in Accomplished but occasionally visit Exemplary”. The summative rating will be a holistic representation of performance, combining data from multiple measures across each domain.

## Possible Samples of evidence:

Following the specialists’ framework are samples of roles and responsibilities completed by Other Professionals in districts across Kentucky. Through statewide collaboration with teams of Other Professionals, administrators, and teacher leaders this sample list has been created. These samples may or may not fit the expectations in every district. With discussion between the Other Professional and the supervisor, these possible Samples of evidence may be observed during a workplace visit or discussed at a pre or post observation conference. The possible Samples of evidence may serve as evidence in the self- reflection and professional growth plan to inform the educators overall Professional Practice rating. A yearly review of the examples by the OPGES steering committee will be conducted. To submit possible additions of samples that model best practice of accomplished or exemplary indicators, [click here](#).

Kentucky Framework for Teaching and Other Professionals Framework Crosswalk:

Teacher Domains	Teacher Components	Other Professional Domains	<u>Instructional Specialists</u> Components
Planning and Preparation	<ul style="list-style-type: none"><li>• Knowledge of content and pedagogy</li><li>• Demonstrating knowledge of students</li><li>• Setting instructional outcomes</li><li>• Demonstrating knowledge of resources</li><li>• Designing coherent instruction</li><li>• Designing student assessments</li></ul>	Planning and Preparation	<ul style="list-style-type: none"><li>• Demonstrating knowledge of current trends in specialty area and professional development</li><li>• Demonstrating knowledge of the school’s program and levels of teacher skill in delivering that program</li><li>• Establishing goals for the instructional support program appropriate to the setting and the teachers served</li><li>• Demonstrating knowledge of resources both within and beyond the school and district</li><li>• Planning the instructional program integrated with the overall school program</li><li>• Developing a plan to evaluate the instructional support program</li></ul>
Classroom Environment	<ul style="list-style-type: none"><li>• Creating an environment of respect and rapport</li><li>• Establishing a culture of learning</li><li>• Managing classroom procedures</li><li>• Managing student behavior</li><li>• Organizing physical space</li></ul>	Environment	<ul style="list-style-type: none"><li>• Creating an environment of trust and respect</li><li>• Establishing a culture for ongoing instructional improvement</li><li>• Establishing clear procedures for teachers to gain access to the instructional support</li><li>• Establishing and maintaining norms of behavior for professional interactions</li><li>• Organizing physical space for workshops or training</li></ul>
Instruction	<ul style="list-style-type: none"><li>• Communicating with students</li><li>• Questioning and discussion techniques</li></ul>	Delivery of Service	<ul style="list-style-type: none"><li>• Collaborating with teachers in the design of instructional units and lessons</li></ul>

	<ul style="list-style-type: none"><li>• Engaging students in learning</li><li>• Using Assessment in instruction</li><li>• Demonstrating Flexibility and Responsiveness</li></ul>		<ul style="list-style-type: none"><li>• Engaging teachers in learning new instructional skills</li><li>• Sharing expertise with staff</li><li>• Locating resources for teachers to support instructional improvement</li><li>• Demonstrating flexibility and responsiveness</li></ul>
Professional Responsibilities	<ul style="list-style-type: none"><li>• Reflecting on teaching</li><li>• Maintaining accurate records</li><li>• Communicating with families</li><li>• Participating in a professional community</li><li>• Growing and developing professionally</li><li>• Showing professionalism</li></ul>	Professional Responsibilities	<ul style="list-style-type: none"><li>• Reflecting on practice</li><li>• Preparing and submitting budgets and reports</li><li>• Coordinating work with other instructional specialists</li><li>• Participating in a professional community</li><li>• Engaging in professional development</li><li>• Showing professionalism including integrity and confidentiality</li></ul>

Teacher Domains	Teacher Components	Other Professional Domains	<u>Therapeutic Specialists</u> Components
Planning and Preparation	<ul style="list-style-type: none"><li>• <b>Knowledge of content and pedagogy</b></li><li>• <b>Demonstrating knowledge of students</b></li><li>• <b>Setting instructional outcomes</b></li><li>• <b>Demonstrating knowledge of resources</b></li><li>• <b>Designing coherent instruction</b></li><li>• <b>Designing student assessments</b></li></ul>	Planning and Preparation	<ul style="list-style-type: none"><li>• Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license</li><li>• Establishing goals for the therapy program appropriate to the setting and the students served</li><li>• Demonstrating knowledge of District state and federal regulations and guidelines</li><li>• Demonstrating knowledge of resources both within and beyond the school and district</li><li>• <i>Planning the therapy program integrated with the regular school program to meet the needs of individual students</i></li><li>• Developing a plan to evaluate the therapy program</li></ul>

Classroom Environment	<ul style="list-style-type: none"><li>• Creating an environment of respect and rapport</li><li>• Establishing a culture of learning</li><li>• Managing classroom procedures</li><li>• Managing student behavior</li><li>• Organizing physical space</li></ul>	Environment	<ul style="list-style-type: none"><li>• Establishing rapport with students</li><li>• Organizing time effectively</li><li>• Establishing and maintaining clear procedures for referrals</li><li>• Establishing standards of conduct in the treatment center</li><li>• Organizing physical space for testing of students and providing therapy</li></ul>
Instruction	<ul style="list-style-type: none"><li>• Communicating with students</li><li>• Questioning and discussion techniques</li><li>• Engaging students in learning</li><li>• Using Assessment in instruction</li><li>• Demonstrating Flexibility and Responsiveness</li></ul>	Delivery of Service	<ul style="list-style-type: none"><li>• Responding to referrals and evaluating student needs</li><li>• Developing and implementing treatment plans to maximize student s success</li><li>• Communicating with families</li><li>• Collecting information; writing reports</li><li>• Demonstrating flexibility and responsiveness</li></ul>
Professional Responsibilities	<ul style="list-style-type: none"><li>• Reflecting on teaching</li><li>• Maintaining accurate records</li><li>• Communicating with families</li><li>• Participating in a professional community</li><li>• Growing and developing</li></ul>	Professional Responsibilities	<ul style="list-style-type: none"><li>• Reflecting on practice</li><li>• Collaborating with teachers and administrators</li><li>• Maintaining an effective data management system</li><li>• Participating in a professional community</li><li>• Engaging and professional development</li><li>• Showing professionalism including integrity advocacy and maintaining confidentiality</li></ul>

Teacher Domains	Teacher Components	Other Professional Domains	<u>School Psychologists</u> Components
Planning and Preparation	<ul style="list-style-type: none"><li>• Knowledge of content and pedagogy</li><li>• Demonstrating knowledge of students</li><li>• Setting instructional outcomes</li><li>• Demonstrating knowledge of resources</li><li>• Designing coherent instruction</li><li>• Designing student assessments</li></ul>	Planning and Preparation	<ul style="list-style-type: none"><li>• Demonstrating knowledge and skill in using psychological instruments to evaluate students</li><li>• Demonstrating knowledge of child and adolescent development and psychopathology</li><li>• Establishing goals for the psychology program appropriate to the setting and the students served</li><li>• Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district</li><li>• Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention</li><li>• Developing a plan to evaluate the psychology program</li></ul>
Classroom Environment	<ul style="list-style-type: none"><li>• Creating an environment of respect and rapport</li><li>• Establishing a culture of learning</li><li>• Managing classroom procedures</li><li>• Managing student behavior</li><li>• Organizing physical space</li></ul>	Environment	<ul style="list-style-type: none"><li>• Establishing rapport with students</li><li>• Establishing a culture for positive mental health throughout the school</li><li>• Establishing and maintaining clear procedures for referrals</li><li>• Establishing standards of conduct in the testing center</li><li>• Organizing physical space for testing the students and storage of materials</li></ul>
Instruction	<ul style="list-style-type: none"><li>• Communicating with students</li><li>• Questioning and discussion techniques</li><li>• Engaging students in learning</li></ul>	Delivery of Service	<ul style="list-style-type: none"><li>• Responding to referrals consulting with teachers and administrators</li></ul>

	<ul style="list-style-type: none"><li>• Using Assessment in instruction</li><li>• Demonstrating Flexibility and Responsiveness</li></ul>		<ul style="list-style-type: none"><li>• Evaluating student needs and compliance with national Association of school psychologists NASP guidelines</li><li>• Chairing evaluation team</li><li>• Planning interventions to maximize student’s likelihood of success</li><li>• Maintaining contact with physicians and community mental health service providers</li><li>• Demonstrating flexibility and responsiveness</li></ul>
Professional Responsibilities	<ul style="list-style-type: none"><li>• Reflecting on teaching</li><li>• Maintaining accurate records</li><li>• Communicating with families</li><li>• Participating in a professional community</li><li>• Growing and developing</li></ul>	Professional Responsibilities	<ul style="list-style-type: none"><li>• Reflecting on practice</li><li>• Communicating with families</li><li>• Maintaining accurate records</li><li>• Participating in a professional community</li><li>• Engaging in professional development</li><li>• Showing professionalism</li></ul>

Teacher Domains	Teacher Components	Other Professional Domains	<u>School Counselors/Social Workers Components</u>
Planning and Preparation	<ul style="list-style-type: none"><li>• Knowledge of content and pedagogy</li><li>• Demonstrating knowledge of students</li><li>• Setting instructional outcomes</li><li>• Demonstrating knowledge of resources</li><li>• Designing coherent instruction</li><li>• Designing student assessments</li></ul>	Planning and Preparation	<ul style="list-style-type: none"><li>• Demonstrating knowledge of counseling theory and techniques</li><li>• Demonstrating knowledge of child and adolescent development</li><li>• Establishing goals for the counseling program appropriate to the setting and the students served</li><li>• Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</li></ul>

			<ul style="list-style-type: none"> <li>• Plan in the counseling program integrated with the regular school program</li> <li>• Developing a plan to evaluate the counseling program</li> </ul>
Classroom Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture of learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul>	Environment	<ul style="list-style-type: none"> <li>• creating an environment of respect and rapport</li> <li>• Establishing a culture for productive communication</li> <li>• Managing routines and procedures</li> <li>• Establishing standards of conduct and contributing to the culture for student behavior throughout the school</li> <li>• Organizing physical space</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Questioning and discussion techniques</li> <li>• Engaging students in learning</li> <li>• Using Assessment in instruction</li> <li>• Demonstrating Flexibility and Responsiveness</li> </ul>	Delivery of Service	<ul style="list-style-type: none"> <li>• Assessing student needs</li> <li>• Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs</li> <li>• Using counseling techniques in individual and classroom programs</li> <li>• Brokering resources to meet needs</li> <li>• Demonstrating flexibility and responsiveness</li> </ul>
Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on teaching</li> <li>• Maintaining accurate records</li> <li>• Communicating with families</li> <li>• Participating in a professional community</li> <li>• Growing and developing</li> </ul>	Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on practice</li> <li>• Maintaining records and submitting them in a timely fashion</li> <li>• Communicating with families</li> <li>• Participating in a professional community</li> <li>• Engaging in professional development</li> <li>• Showing professionalism</li> </ul>



Teacher Domains	Teacher Components	Other Professional Domains	Library Media Specialists Components
Planning and Preparation	<ul style="list-style-type: none"><li>• Knowledge of content and pedagogy</li><li>• Demonstrating knowledge of students</li><li>• Setting instructional outcomes</li><li>• Demonstrating knowledge of resources</li><li>• Designing coherent instruction</li><li>• Designing student assessments</li></ul>	Planning and Preparation	<ul style="list-style-type: none"><li>• Demonstrating Knowledge of Content Curriculum and Process</li><li>• Knowledge of curriculum</li><li>• Knowledge of information, media, and digital literacy</li><li>• Knowledge of the research process</li><li>• Demonstrating Knowledge of Students</li><li>• Knowledge of child and adolescent development</li><li>• Knowledge of the learning process</li><li>• Knowledge of students’ skills and knowledge and language proficiency</li><li>• Knowledge of students’ interests and cultural heritage</li><li>• Knowledge of students’ special needs</li><li>• Supporting Instructional Goals</li><li>• Instructional resources and technology</li><li>• Instructional services</li><li>• Demonstrating Knowledge and Use of Resources</li><li>• Instructional materials and resources</li><li>• Search strategies</li><li>• Demonstrating a Knowledge of Literature and Lifelong Learning</li><li>• Children’s and young adult literature</li><li>• Reading promotion</li><li>• Collaborating in the Design of Instructional Experiences</li></ul>

			<ul style="list-style-type: none"><li>• Collaborative skills</li><li>• Instructional materials and resources</li><li>• Research process</li><li>• Information, media, digital and technology literacy</li></ul>	
Classroom Environment	<ul style="list-style-type: none"><li>• Creating an environment of respect and rapport</li><li>• Establishing a culture of learning</li><li>• Managing classroom procedures</li><li>• Managing student behavior</li><li>• Organizing physical space</li></ul>	Environment	<ul style="list-style-type: none"><li>• Creating an environment of respect and rapport</li><li>• Interpersonal relations</li><li>• Student interactions</li><li>• Staff interactions</li><li>• Establishing a Culture for Learning</li><li>• Ethos</li><li>• Expectations for learning</li><li>• Managing Library Procedures</li><li>• Circulation procedures</li><li>• Scheduling procedures</li><li>• Managing student behavior</li><li>• Expectations</li><li>• Monitoring of student behavior</li><li>• Response to misbehavior</li><li>• Organizing physical space</li><li>• Safety</li><li>• Traffic flow</li><li>• Self-directed use</li><li>• Consideration of functions</li><li>• Flexibility</li></ul>	
Instruction	<ul style="list-style-type: none"><li>• Communicating with students</li><li>• Questioning and discussion techniques</li><li>• Engaging students in learning</li><li>• Using Assessment in instruction</li></ul>	Delivery of Service	<ul style="list-style-type: none"><li>• Communicating Clearly and Accurately</li><li>• Directions and procedures</li><li>• Use of different methods</li></ul>	

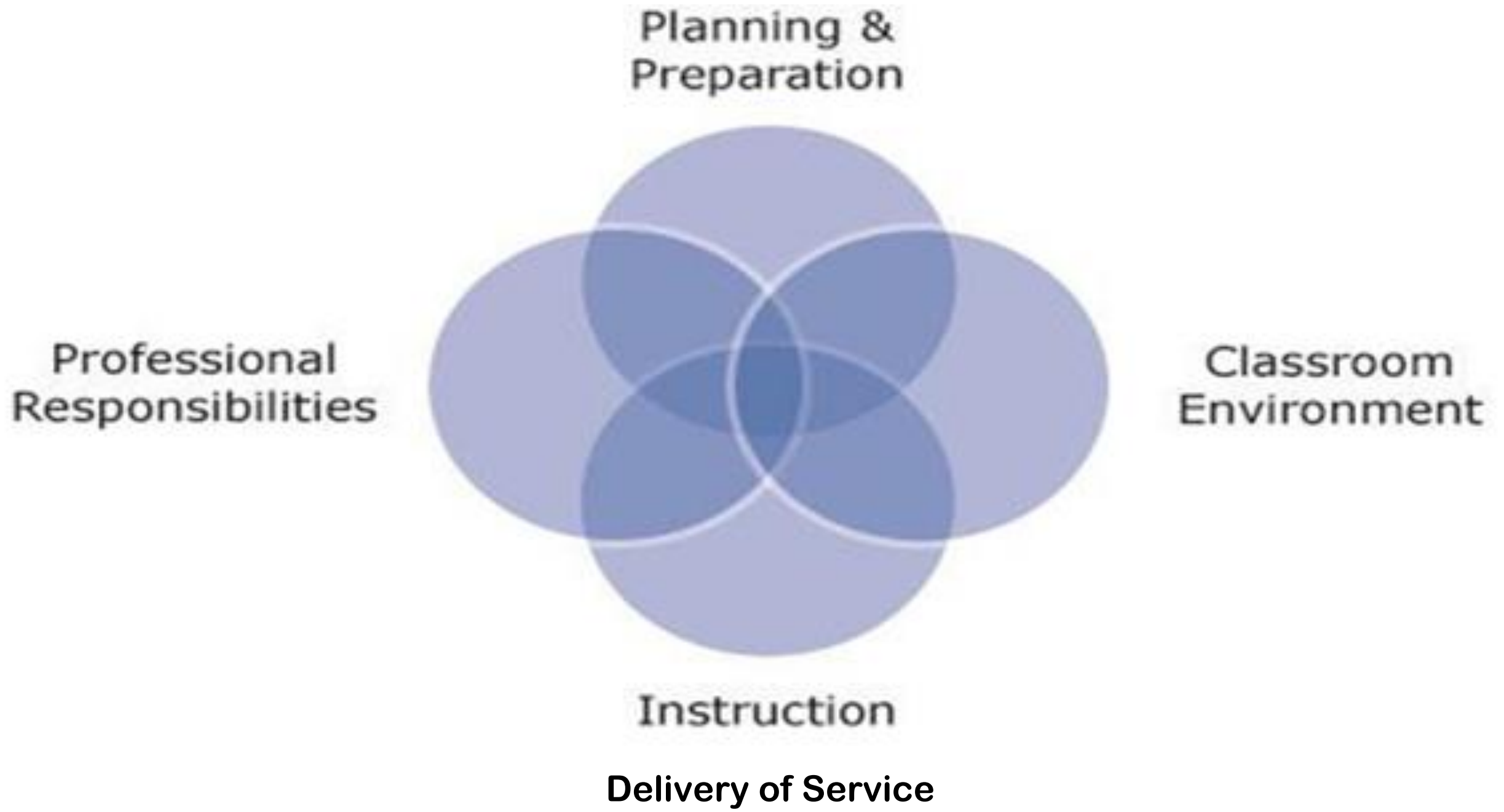
	<ul style="list-style-type: none"><li>• Demonstrating Flexibility and Responsiveness</li></ul>		<ul style="list-style-type: none"><li>• Using Questioning and Research Techniques</li><li>• Quality of questions</li><li>• Research techniques</li><li>• Student inquiry</li><li>• Engaging Students in Learning</li><li>• Instructional materials and resources</li><li>• Expectations for students</li><li>• Assessment in Instruction (whole class, one-on-one and small group)</li><li>• Assessment criteria</li><li>• Monitoring of student learning</li><li>• Quality feedback</li><li>• Student self-assessment and monitoring of progress</li><li>• Demonstrating Flexibility and Responsiveness</li><li>• Teaching strategies</li><li>• Lesson adjustments</li><li>• Response to students</li><li>• Persistence</li></ul>	
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Professional Responsibilities	<ul style="list-style-type: none"><li>• Reflecting on teaching</li><li>• Maintaining accurate records</li><li>• Communicating with families</li><li>• Participating in a professional community</li><li>• Growing and developing</li></ul>	Professional Responsibilities	<ul style="list-style-type: none"><li>• Reflecting on Practice</li><li>• Reflection</li><li>• Vision</li><li>• Change</li><li>• Maintaining Accurate Records</li><li>• Catalog</li><li>• Circulation</li><li>• Statistics</li><li>• Inventory</li><li>• Using Data</li><li>• Communicating with School Staff and Community</li><li>• Information about the library program</li><li>• Advocacy</li><li>• Participating in a Professional Community</li><li>• Service to the School</li><li>• Participation in school and district projects</li><li>• Involvement in a culture of professional inquiry</li><li>• Relationship with colleagues</li><li>• Growing and Developing Professionally</li><li>• Enhancement of professional knowledge</li><li>• Receptivity to feedback from colleagues</li><li>• Service to the profession</li><li>• Collection Development and Maintenance</li><li>• Assessment</li><li>• Selection/ Weeding</li><li>• Managing the Library Budget</li><li>• Data driven decisions</li><li>• Budget development</li><li>• Record keeping</li></ul>
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			<ul style="list-style-type: none"><li>• Managing Personnel</li><li>• Motivating leadership</li><li>• Delegating responsibility</li><li>• Training</li><li>• Supervision</li><li>• Evaluation</li><li>• Professional ethics</li><li>• Library Bill of Rights</li><li>• Copyright law</li><li>• Ethical use of information</li><li>• Intellectual freedom</li><li>• Privacy</li><li>• Confidentiality</li></ul>
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Common Language

Domain 1: Planning & Preparation					
<b>1A - Knowledge of Content and Pedagogy</b> <ul style="list-style-type: none"><li>Knowledge of Content and the Structure of the Discipline</li><li>Knowledge of Prerequisite Relationships</li><li>Knowledge of Content-Related Pedagogy</li></ul>	<b>Component</b>	In planning, accomplished teachers have command of the subject they teach. They must evolve into the 21 <sup>st</sup> century, incorporating such issues as cultural diversity, as appropriate. Accomplished teachers understand the internal relationships among the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.			<b>Domain</b>
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>	
	<ul style="list-style-type: none"><li>In planning and practice, teacher makes content errors or does not correct errors made by students.</li><li>Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</li></ul>	<ul style="list-style-type: none"><li>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</li><li>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</li><li>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students</li></ul>	<ul style="list-style-type: none"><li>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</li><li>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</li><li>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline</li></ul>	<ul style="list-style-type: none"><li>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate to one another.</li><li>Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</li></ul>	
	<b>Performance Level</b>				
	<b>Essential guidance for observers.</b>				



# OPGES frameworks

## Domain 1: Planning & Preparation – School Psychologists

<b>IA - Demonstrating knowledge and skill in using psychological instruments to evaluate students</b>				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	
	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate needs.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.

<b>IB - Demonstrating knowledge of child and adolescent development and psychopathology</b>				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.

<b>IC - Establishing goals for the psychology program appropriate to the setting and the students served</b>				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of students.	Psychologist's goals for the Psychological services are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals for the Psychological services are clear and appropriate to the situation and to the age of the students.	Psychologist's goals for the Psychological services are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.



Domain 1: Planning & Preparation – School Psychologists

<b>ID -</b> Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district				
	<i>Ineffective</i> Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	<i>Developing</i> Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	<i>Accomplished</i> Psychologist displays awareness of governmental regulations and of resources for students available through the school or districts and some familiarity with resources external to the district.	<i>Exemplary</i> Psychologist’s knowledge of governmental regulations and or resources for the students is extensive, including those available through the school or district and in the community.

<b>IE -</b> Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention				
	<i>Ineffective</i> Psychologist’s plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	<i>Developing</i> Psychologist’s plan has a guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals.	<i>Accomplished</i> Psychologist has developed a plan that includes the important aspects of work in the setting.	<i>Exemplary</i> Psychologist’s plan is highly coherent and preventive and serves to support students individually, within the broader educational program.

<b>IF -</b> Developing a plan to evaluate the psychology program				
	<i>Ineffective</i> Psychologist has no plan to evaluate program or resists suggestions that evaluation is important.	<i>Developing</i> Psychologist has a rudimentary plan to evaluate the psychology program.	<i>Accomplished</i> Psychologist’s plan to evaluate the is organized around clear goals and collection of evidence to indicate the degree to which the goals have been met.	<i>Exemplary</i> Psychologist’s evaluation plan is sophisticated, with imaginative evidence and a clear path toward the program on an ongoing basis.

Domain 2: The Environment – School Psychologist

2A- Establishing rapport with students				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist’s interactions with students are negative or inappropriate: students appear uncomfortable in the testing center.	Psychologist’s interactions are a mix of positive and negative: the psychologist’s efforts at developing rapport are partially successful.	Psychologist’s interactions with students are positive and respectful: students appear comfortable in the testing center.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.

2B - Establishing a culture for positive mental health throughout the school				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist’s attempt to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist I maintained by both teachers and students.

2C - Establishing and maintaining clear procedures for referrals				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	No procedures for referrals have been established: when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.

<b>2D</b> - Establishing standards of conduct in the testing center				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing center: psychologist’s attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards: response to students is appropriate and respectful.	Standards of conduct have been established in the testing center. Psychologist’s monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.

<b>2E</b> - Organizing physical space for testing the students and storage of materials				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.

Domain 3: Delivery of Service – School Psychologist

3A - Responding to referrals consulting with teachers and administrators				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
3B - Evaluating student needs and compliance with National Association of School psychologists NASP guidelines				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.
3C - Chairing evaluation team				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist declines to assume leadership of the evaluation team.	Psychologist assumes leadership of the evaluation team when directed to do so, assisting in the preparation of adequate IEP's.	Psychologist assumes leadership of the evaluation team as standard expectations: assists in development of IEP's.	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. Provides detailed information to assist in development of accurate IEP's.

3D - Planning interventions to maximize student’s likelihood of success				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Psychologist plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist plans for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3E - Maintaining contact with physicians and community mental health service providers				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.
3F- Demonstrating flexibility and responsiveness				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	Psychologist makes modest changes in the psychological services when confronted with evidence of the need for change.	Psychologist makes revisions in the psychological services when it is needed.	Psychologist is continually seeking ways to improve the psychological services and makes changes as needed in response to student, parent, or teacher input.

## Domain 4: Professional Responsibilities – School Psychologist

<b>4A - Reflecting on practice</b>				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Psychologist does not reflect on practice, or reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.

<b>4B - Communicating with families</b>				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful: permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.

<b>4C - Maintaining accurate records</b>				
	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
	Psychologist's records are in disarray, they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.

4D - Participating in a professional community				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist’s relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist’s relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4E- Engaging in professional development				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist’s participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4F- Showing professionalism				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public; plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Possible samples of evidence

This document contains samples of roles and responsibilities completed by Psychologists in Kentucky. Through collaboration with teams of Other Professionals, administrators, and teacher leaders, this sample list has been created.

These samples may or may not fit the expectations in a district. With discussion between the Other Professional and the supervisor, these possible Samples of evidence may be observed during a workplace visit or discussed at a pre or post observation conference. These possible Samples of evidence may serve as evidence in the self- reflection, professional growth plan, and to inform the educators overall Professional Practice rating.

A yearly review of the examples by the OPGES steering committee will be conducted. To submit possible additions of samples that fit best practice of accomplished or exemplary indicators, [click here](#).

Psychologists - Possible samples of evidence.

Domain 1 Planning & Preparation - Psychologists	
Component	Samples of evidences that may be evident during observation visit.
<div>IA - Demonstrating knowledge and skill in using psychological instruments to evaluate students</div> <div>Accomplished</div> <div>Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate needs.</div>	<ul style="list-style-type: none"><li>• uses a variety of instruments available and used in testing situations to provide appropriate data for ARC and other teams to determine proper service to students</li><li>• becomes aware of new instruments, attends trainings</li><li>• considers student need &amp; standardized sample</li><li>• collaborates with other districts and coops for instruments</li><li>• ensures assessment instruments are appropriate and of sufficient variety for the intended purpose</li><li>• ensures evaluations include multiple sources of information</li><li>• demonstrates assessment knowledge and skills in areas of academic performance, cognitive functioning, behavior, and social/emotional development and functioning</li><li>• purchases updated measures of-but not limited to: cognition, academic achievement, early childhood development, Autism, motor, adaptive behavior, and behavior rating scales</li><li>• acquires understanding of all standardization requirements</li><li>• reviews technical adequacy of measures to ensure appropriateness for intended use</li><li>• provides guidance to teachers and parents for completing scales independently</li><li>• reviews age of assessment instruments to determine if and when outdated</li><li>• pursues a variety of instruments for each area of assessment to meet the need of student diversity represented in the population</li><li>• creates evaluation plans for student assessment that directly measure areas of concern</li><li>• demonstrates awareness of personal limitations for various assessment measures</li></ul>



<p><b><i>IB - Demonstrating knowledge of child and adolescent development and psychopathology</i></b></p> <p><b>Accomplished</b> Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.</p>	<ul style="list-style-type: none"> <li>• seeks out professional development and stays current on human learning, cognition, and developmental processes</li> <li>• reflects what is typical/atypical for a student's age and individual patterns of development through assessment reports</li> <li>• demonstrates knowledge through eligibility statements and communicates knowledge during meetings to parents and staff</li> <li>• demonstrates knowledge through development of academic and behavior interventions</li> <li>• reviews peer-reviewed literature, diagnostic and statistical manual, and other valid resources to acquire understanding of relevant research on typical and atypical child and adolescent behaviors</li> <li>• collaborates and consults with other professionals that work with the student to understand patterns of student behavior across time and settings</li> <li>• collaborates with community-based services for reciprocal awareness of services offered</li> <li>• seeks further growth in areas of child and adolescent psychopathology where the school psychologist has limited experience</li> </ul>
<p><b><i>IC - Establishing goals for the psychology program appropriate to the setting and the students served</i></b></p> <p><b>Accomplished</b> Psychologist's goals for the treatment program are clear and appropriate to the situation and to the age of the students.</p>	<ul style="list-style-type: none"> <li>• develops goals for academic and behavioral interventions targeted to student's age and school setting</li> <li>• participates on committees at the district and school levels that develop, refine, and implement student-centered interventions for both academics and behavior</li> <li>• provides guidance to district and school level colleagues for necessary components of intervention implementation such as but not limited to integrity and fidelity of interventions and importance of purposeful progress monitoring.</li> <li>• ensures that district/school procedures for RTI are aligned with best practices and meet the state regulations for special education referral process</li> <li>• provides consultation to teachers and other staff members for practice strategies that best meet the needs of individual or groups of students as needed</li> <li>• establishes a collection of resources for individual and group therapeutic counseling should the need arise for the school psychologist to provide those services</li> <li>• participates in crisis response committees at the district and school level for development and implementation of crisis response procedures</li> <li>• provides knowledge of preventative measures for student success to teachers and building administrators</li> <li>• provides relevant resources to parents to help meet the needs of their child in the home setting</li> </ul>
<p><b><i>ID - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district</i></b></p> <p><b>Accomplished</b> Psychologist displays awareness of governmental regulations and</p>	<ul style="list-style-type: none"> <li>• assists parents and staff in understanding and adhering to legislation and regulations relevant to special education</li> <li>• consults with parents and staff on eligibility, placement options, and educational programming</li> <li>• demonstrates awareness of community resources and consistently provides resources to staff, students and parents when indicated</li> <li>• reviews and understands National Association of School Psychologists Ethical guidelines and best practices</li> <li>• reviews and understands national and state association position statements on various educational practices</li> </ul>

of resources for students available through the school or districts and some familiarity with resources external to the district.	<ul style="list-style-type: none"><li>• complies with all federal statutes and regulations relating to student entitlements (i.e., IDEA, FERPA, FAPE, 504, etc.)</li><li>• demonstrates knowledge of Kentucky Department of Education KARs and complies with all regulations related to confidentiality of student data, procedural obligations related to ARC meetings, evaluation procedures, placement, implementation of IEP, etc.</li><li>• reviews and applies all guidance documents disseminated at the national, state, and local levels</li><li>• attends federal, state, and/or local workshops regularly to update and refresh content knowledge of regulations and resources relevant to the practice of school psychology</li></ul>
<b><i>IE - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention</i></b>  <b>Accomplished</b> Psychologist has developed a plan that includes the important aspects of work in the setting.	<ul style="list-style-type: none"><li>• aids the school administration in providing programs that are beneficial to students and staff</li><li>• prepares and disseminates information about issues of concern regarding student behavior and teachers' ability to identify and refer students</li><li>• promotes and advocates positive behavioral interventions and support practices</li></ul>
<b><i>IF - Developing a plan to evaluate the psychology program</i></b>  <b>Accomplished</b> Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	<ul style="list-style-type: none"><li>• uses data to evaluate, monitor, and adjust academic and behavioral interventions</li></ul>

## Domain 2 – The Environment - Psychologist

Component	Samples of evidences that may be evident during observation visit.
<p><b>2A- Establishing rapport with students</b></p> <p><b>Accomplished</b> Psychologist's interactions with students are positive and respectful: students appear comfortable in the testing center.</p>	<ul style="list-style-type: none"> <li>• engages in rapport building conversation before testing administration</li> <li>• demonstrates sensitivity to student needs such as breaking up session as needed</li> <li>• uses reinforcement when necessary</li> <li>• establishes and maintains rapport with students with whom they are working</li> <li>• seeks access to and maintains a clean testing area that is safe for students</li> <li>• accessible to students when needed</li> <li>• comforts students and helps them problem-solve situations in such a manner that their learning and access to curriculum is not compromised</li> </ul>
<p><b>2B - Establishing a culture for positive mental health throughout the school</b></p> <p><b>Accomplished</b> Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers</p>	<ul style="list-style-type: none"> <li>• resources for teachers are provided. (ie. learning styles inventory, behavior intervention etc...)</li> <li>• shows knowledge of individual school programs and reinforces guidelines of the programs</li> <li>• collaborates with teachers, parents, and staff to promote positive school climate</li> <li>• consults with staff and provides information on a wide-variety of mental health issues, concerns, and diagnoses</li> <li>• serves as a mental health resource and can help staff and students access private services if needed</li> <li>• educates staff, parents, and students on mental health issues when needed</li> </ul>
<p><b>2C - Establishing and maintaining clear procedures for referrals</b></p> <p><b>Accomplished</b> Procedures for referrals and for meetings with parents and administrators are clear to everyone.</p>	<ul style="list-style-type: none"> <li>• conducts annual staff training</li> <li>• conducts individual student/ teacher meetings as needed</li> <li>• establishes referral procedures are clear and available to staff and parents</li> <li>• maintains access to written policies and procedures</li> <li>• communicates policies and procedures with ease</li> <li>• guides teachers, administrators, and parents through the referral process</li> <li>• answers questions from staff or parents and offers support to ensure the referral process is moving as quickly as possible</li> <li>• locates answers/solutions when necessary</li> <li>• communicates effectively through both written and verbal reports in meetings</li> </ul>
<p><b>2D - Establishing standards of conduct in the testing center</b></p> <p><b>Accomplished</b> Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards: response to students is appropriate and respectful</p>	<ul style="list-style-type: none"> <li>• manages student behavior in a testing environment and can appropriately address potential behavior challenges</li> <li>• holds student to standard of conduct similar to classroom</li> <li>• explains testing procedures to student and redirects and reinforces student</li> <li>• redirects students and is able to do so in an appropriate manner</li> <li>• seeks additional support, if needed, to assist in maintaining appropriate student behavior during testing</li> </ul>

**2E - Organizing physical space for testing the students and storage of materials****Accomplished**

The testing center is well organized; materials are stored in a secure location and are available when needed.

- organizes materials before testing
- keeps testing materials confidential, organized, and in a secure location
- ensures testing location is accessible to students and allows for student privacy

**Domain 3 – Delivery of service - Psychologists****Component****Samples of evidences that may be evident during observation visit.****3A - Responding to referrals and consulting with teachers and administrators****Accomplished**

Psychologist consults frequently with colleagues tailoring evaluations to the questions raised in the referral.

- conducts teacher interviews to gain data for tailor made student evaluations
- attends ARC meetings and provide input for evaluation and service placement
- assigns evaluation components to school staff based on suspected ADD
- participates in formal/informal team meetings
- reviews existing data including intervention data and educational records
- makes initial contact with consultee when requested within a reasonable time span
- schedules meetings with teacher/administrator for problem identification respectful of the consultee’s schedule
- selects an appropriate method of data collection linked to the problem, and with the assistance of the consultee develops a plan to collect data
- assists consultee in designing and implementing interventions linked to the problems initially identified
- initiates follow up with the consultee after implementation of the intervention to determine what if any changes need to be made

**3B - Evaluating student needs and compliance with national Association of school psychologists (NASP) guidelines****Accomplished**

Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to

- knowledgeable of NASP evaluation guidelines
- collaborates with local districts, educational cooperatives or other outside agencies for approved resources
- participates in continual training of newly developed and/or revised assessment instruments
- shows awareness of cultural diversity issues
- demonstrates awareness/knowledge of needs of special disabilities/populations
- uses reliable and valid measures appropriate to referral issues
- contributes to the evaluation planning process for student special education eligibility by attending admission and release committee (ARC) meetings or through prior consultation with a member of the ARC

	<ul style="list-style-type: none"> <li>collects data from a variety of relevant sources and conducts assessments with multiple student stakeholders</li> <li>discusses assessment results with stakeholders in a way that avoids jargon and is focused on ensuring all parties understand the implications</li> </ul>
<b>3C - Chairing evaluation team</b>  <b>Accomplished</b> Psychologist assumes leadership of the evaluation team as standard expectations: assists in preparing IEP's.	<ul style="list-style-type: none"> <li>provides support and data to ARC team</li> <li>provides assistance to the ARC chair/ team in understanding scores</li> <li>assists ARC committee in creating IEP's</li> </ul>
<b>3D - Planning interventions to maximize student's likelihood of success</b>  <b>Accomplished</b> Psychologist's plan for students are suitable for them and are aligned with identified needs.	<ul style="list-style-type: none"> <li>makes recommendations with evaluations aligned to needs</li> <li>participates in RTI, ARC and other meetings to provide support for services</li> <li>reviews RTI progress data to determine effectiveness and necessary changes</li> <li>ensures interventions are research-based</li> <li>provides recommendations to teachers/parents in area of concern</li> <li>designs and implements interventions that are clearly linked to the identified concerns</li> </ul>
<b>3E - Maintaining contact with physicians and community mental health service providers</b>  <b>Accomplished</b> Psychologist maintains ongoing contact with physicians and community mental health service providers	<ul style="list-style-type: none"> <li>correspondence with mental health workers, doctors and other community health providers</li> <li>consults with outside agencies and other health professionals</li> <li>contacts Comp Care</li> <li>Initiates personal contacts with community</li> <li>organizes release of info forms</li> <li>collaborates to generalize skills across settings</li> <li>maintains current contact information on local and regional physicians, health care providers, and community resources</li> <li>requests updated medical/health information and/or recommendations from providers</li> <li>makes contact with community health agencies and health care providers using multiple modes of communication</li> <li>facilitates the flow of relevant information between school staff and community mental agencies</li> <li>makes referrals for community mental health services when appropriate</li> </ul>
<b>3F- Demonstrating flexibility and responsiveness</b>  <b>Accomplished</b> Psychologist makes revisions in the treatment program when it is needed.	<ul style="list-style-type: none"> <li>creates behavior plans tailored to the needs of students</li> <li>collaborates with counselors to ensure services are provided</li> <li>reviews on-going progress data</li> <li>checks with parents/teachers about student's progress/performance</li> </ul>

Domain 4 – Professional responsibilities - Psychologists	
Component	Samples of evidences that may be evident during observation visit.
<div>4A - Reflecting on practice</div> <div>Accomplished</div> <div>Psychologist’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved</div>	<ul style="list-style-type: none"><li>• reviews data routinely to determine effectiveness of program/plan</li><li>• meets with colleagues to discuss effectiveness of programs and necessary changes</li><li>• peruses school psychology journals and publications for new ideas to put into practice</li><li>• researches and utilizes information on assessments used in the district to determine their appropriateness for individual students, as well as reliability, validity, standardization, administration, and scoring procedures, etc.</li><li>• consults with other school psychologists regarding a variety of topics</li><li>• shares ideas with other school psychologists</li><li>• reflects on feedback received from teachers, administrators, parents, and students, and requests clarification when necessary</li><li>• reviews current assessment materials to determine if updates have been made, and to ensure the most recent edition/versions are being used in order to meet best practice guidelines</li><li>• demonstrates a willingness to change ineffective or outdated practices</li><li>• identifies areas of weaknesses and actively pursues opportunities to improve them</li><li>• shows awareness of strengths and how they contribute to the school/district</li></ul>
<div>4B - Communicating with families</div> <div>Accomplished</div> <div>Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.</div>	<ul style="list-style-type: none"><li>• provides translated versions of documents when possible</li><li>• shows knowledge/sensitivity of cultural diversity</li><li>• ensures that parent permission has been obtained before beginning the evaluation process, either by being present at the time consent is given or by viewing the signed and dated consent form</li><li>• accesses Infinite Campus to obtain parent/guardian contact info</li><li>• makes attempts to access appropriately trained interpreters, in advance and in a timely manner, for non-English speaking parents/families when having meetings</li><li>• attends and participates in ARC meetings to discuss referrals, evaluation planning, evaluation reports, and eligibility decisions, in an effort to explain the process and information to parents in a way that can be understood</li><li>• asks parents if they have questions or need further clarification</li><li>• attends school functions and activities</li><li>• explains the evaluation process and timelines to parents</li><li>• provides parents with written and visual information to explain their child’s performance</li></ul>

	<ul style="list-style-type: none"> <li>• demonstrates respect when communicating with parents</li> <li>• provides contact info to parents</li> </ul>
<p><b>4C - Maintaining accurate records</b></p> <p><b>Accomplished</b> Psychologist's records are accurate and legible, well organized, and stored in a secure location</p>	<ul style="list-style-type: none"> <li>• organizes reports on network and uploads in IC</li> <li>• maintains typed &amp; accurate reports</li> <li>• ensures double locked storage</li> <li>• provides tracking data system (evaluation)</li> <li>• provides summative evaluation list by school</li> <li>• organizes inventory of test materials</li> <li>• maintains typed agenda &amp; outlines</li> <li>• provides monthly progress updates</li> <li>• tracks student data</li> <li>• keeps records confidential and in secure location</li> <li>• utilizes some system of organization/tracking</li> <li>• designates a secure space to store administered and completed assessments/test protocols and uses appropriate organization, based on district policy</li> <li>• utilizes multiple methods of assessment in order to obtain accurate and reliable information about a student</li> <li>• uses legible font for hard copies of records typed on a computer with appropriate size and spacing that allows for easily reading/scanning the document</li> <li>• writes handwritten records in a legible manner</li> <li>• uses appropriate strategies to ensure records are secure and confidential when using electronic means to transfer information</li> <li>• accesses Infinite Campus to collect recent and accurate data about students to assist with completing evaluations</li> </ul>
<p><b>4D - Participating in a professional community</b></p> <p><b>Accomplished</b> Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.</p>	<ul style="list-style-type: none"> <li>• participates in school/district teams/committees that use data-driven decision making for planning and setting goals</li> <li>• joins and/or leads RTI teams/committees to discuss student progress, analyze data, and provide recommendations</li> <li>• participates in local, regional, state, and national school psychology association workshops/conferences</li> <li>• shares changes in assessment and regulations/policies relevant to special education and general education with teachers and administrators</li> <li>• provides consultation to teachers and administrators regarding academic and behavior concerns, at the individual student level, class/grade level, and/or building level</li> <li>• demonstrates respect and positive interactions with colleagues</li> <li>• seeks out ways to increase involvement in school and district events</li> <li>• acts as a leader and resource to colleagues in area(s) of expertise</li> </ul>



	<ul style="list-style-type: none"> <li>• accessible to colleagues and administrators through various means (location of office, email, phone, etc.)</li> <li>• attends school activities, such as plays, back-to-school events, open house, or leads school activities, such as a run club or club that promotes social-emotional development and resiliency</li> <li>• conducts activities or events to promote awareness of profession, particularly during School Psychology Awareness Week</li> </ul>
<p><b>4E - Engaging in professional development</b></p> <p><b>Accomplished</b> Psychologist seeks opportunities for professional development based on an individual assessment of need.</p>	<ul style="list-style-type: none"> <li>• attends and participates regularly in local, regional, state, and national conferences, workshops, trainings, and cadre meetings</li> <li>• provides professional development to other school psychologists and/or other staff and administrators in the district</li> <li>• participates in a professional learning community with special education staff</li> <li>• participates on a committee at the state or national level</li> <li>• provides support to staff in identifying their professional development needs and accessing resources</li> </ul>
<p><b>4F - Showing professionalism</b></p> <p><b>Accomplished</b> Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.</p>	<ul style="list-style-type: none"> <li>• adheres to authorized policies and procedures</li> <li>• completes duties accurately and punctually</li> <li>• uses professional and positive communication with parents, students, and staff</li> <li>• follows professional standards of field</li> <li>• displays respectful and honest behavior with colleagues, students, and the public</li> <li>• maintains confidentiality</li> <li>• advocates for students' needs</li> <li>• follows through on assigned tasks</li> <li>• shows up on time and is trusted to complete work before deadlines</li> </ul>